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9-7-2017

## Curriculum Subcommittee Agenda, September 7, 2017

Utah State University

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## Curriculum Subcommittee Agenda

7 September 2017

A meeting of the Curriculum Subcommittee of the Educational Policies Committee will be held on 7 September 2017 at 2:00 pm in Old Main 136 (Champ Hall Conference Room).

1. *Approval of 6 April 2017 Minutes* ([link](#))

2. *Program Proposals*

Request from the School of Applied Sciences, Technology and Education in the College of Agriculture and Applied Sciences to add a school-based and community-based emphases to the Bachelor of Science degree in Agricultural Education. ([link](#))

Request from the Department of Communicative Disorders and Deaf Education in the Emma Eccles Jones College of Education and Human Services to offer a Masters in Communication Sciences. ([link](#))

Request from the Department of Sociology, Social Work and Anthropology in the College of Humanities and Social Sciences to offer an Interfaith Leadership Certificate of Proficiency. ([link](#))

3. *Semester Course Approval Reviews*

<https://usu.curriculog.com/>

1. AG - TEE - 3020

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2. AR - CCA - 3070

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3. EN - CS - 5700

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4. EN - ECE - 1400

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5. EN - ECE - 1410

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6. EN - ECE - 5150 

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7. EN - ECE - 5160 

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8. EN - ECE - 6150 

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9. EN - ECE - 6160 

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10. EN - ECE - 7170

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11. EN - ECE - 7180

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12. EN - ECE - 7440

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13. EN - MAE - 1010

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14. EN - MAE - 5040

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***College of Agriculture and Applied Sciences***

ADVS =  
APEC =  
ASTE = 1  
LAEP =  
NDFS =  
PSC =

***Caine College of the Arts***

ART =  
MUSC =  
THEA =  
CCA = 1

***Jon M. Huntsman School of Business***

ACCT =  
BUS =  
ECN =  
MGT =  
MIS =

***Emma Eccles Jones College of Education and Human Services***

COMD =  
EDUC =  
FCHD =  
KHS =  
ITLS =  
NURS =  
PSY =  
SPED =  
TEAL =

***College of Engineering***

BENG =  
CEE =  
CS = 1  
ECE = 9  
EED =  
MAE = 2

***College of Humanities and Social Sciences***

ENGL =  
HIST =  
JCOM =  
LPCS =  
POLS =  
SSWA =  
IELI =

***S.J. & Jessie E. Quinney College of Natural Resources***

ENVS =

WATS =

WILD =

***College of Science***

BIOL =

CHEM =

GEOL =

MATH =

PHYS =

UN =

**4. *Other Business***

[Revised R401](#) Process and Timeline

[Syllabus Updates](#)

Curriculog Update

**Adjourn:**

## CURRICULUM SUBCOMMITTEE MINUTES

6 April 2017

A meeting of the Curriculum Subcommittee of the Educational Policies Committee was held on 6 April 2017 at 2:00 pm in Old Main 136 (Champ Hall Conference Room).

Present: Vijay Kannan, Chair, Jon M. Huntsman School of Business  
Brian Warnick, College of Agriculture and Applied Sciences  
Scott Hunsaker, Emma Eccles Jones College of Education and Human Services  
Michele Hillard, Secretary  
Cara Allen, Graduate Council  
Richard Mueller, College of Science  
Kurt Becker for Dean Adams, College of Engineering  
Fran Hopkin, Registrar's Office  
Barbara Williams, Catalog Editor  
Kathy Puzey for Nicholas Morrison, Caine College of the Arts  
Nancy Mesner for Claudia Radel, S.J. & Jessie E. Quinney College of Natural Resources  
Jessica Hansen, Academic and Instructional Services  
Nathan Straight, Regional Campuses  
Ed Reeve, Chair, EPC  
Kacy Lundstrom for Clint Pumphrey, Libraries

Absent: Scott Bates, Chair, Academic Standards  
Ty Aller, Graduate Studies Senator  
Janet Anderson, Office of the Provost  
Heidi Kesler, Registrar's Office  
Scott Henrie, USU-Eastern  
Matt Sanders, College of Humanities and Social Sciences  
Ryan Bentall, USUSA Executive Vice President

Visitors: Scot Allgood, Department Head, Family, Consumer and Human Development  
Jared Schultz, Director, Rehab Counseling Program  
Keith Christensen, Associate Professor, Landscape Architecture and Environmental Planning  
Mike Freeman, Associate Professor, School of Teacher Education and Leadership  
Nicole Fuerst, Coordinator III, Academic & Instructional Services  
Dennis Dolny, Interim Department Head, Nursing and Health Professional

### 1. *Approval of 2 March 2017 Minutes*

*Motion to approve the 2 March 2017 minutes made by Richard Mueller. Seconded by Cara Allan. Minutes approved.*

### 2. *Program Proposals*

Request from the Department of Landscape Architecture and Environmental Planning in the College of Agriculture and Applied Sciences to offer an accelerated Masters of Landscape Architecture. (*Edits: split form for graduate and undergraduate degrees / spelling errors*)

*Motion to approve the proposal made by Brian Warnick. Seconded by Richard Mueller. Proposal approved.*

Request from the Department of Family, Consumer, and Human Development in the Emma Eccles Jones College of Education and Human Services to change the name to Human Development and Family Studies. (*Clarify in proposal that it is a department name change / fonts need to be consistent*)  
*Motion to approve the proposal made by Scott Hunsaker. Seconded by Brian Warnick. Proposal approved.*

Request from the Departments of Family, Consumer, and Human Development and Psychology in the Emma Eccles Jones College of Education and Human Services to offer a Mental Health Advocacy and Awareness minor. (*Typo – needs to be existing resources*)  
*Motion to approve the proposal made by Scott Hunsaker. Seconded by Nancy Mesner. Proposal approved.*

Request from the Department of Nursing and Health Professions in the Emma Eccles Jones College of Education and Human Services to offer a Surgical Technician Certificate of Completion.  
(*Minor edits from Ed Reeve and Vijay Kannan / include additional letters of support for inclusion*)  
*Motion to approve the proposal made by Scott Hunsaker. Seconded by Brian Warnick. Proposal approved.*

Request from the Department of Nursing and Health Professions in the Emma Eccles Jones College of Education and Human Services to offer a Pharmacy Technician Certificate of Proficiency.  
*Motion to approve the proposal made by Scott Hunsaker. Seconded by Brian Warnick. Proposal approved.*

Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to restructure the MEd in Curriculum and Instruction.  
*Motion to approve the proposal made by Scott Hunsaker. Seconded by Nancy Mesner. Proposal approved.*

Request from the School of Teacher Education and Leadership in the Emma Eccles Jones College of Education and Human Services to restructure the Master of Science in Curriculum and Instruction.  
(*Include MS in the title*)  
*Motion to approve the proposal made by Scott Hunsaker. Seconded by Nancy Mesner. Proposal approved.*

Request from the Department of Special Education and Rehabilitation in the Emma Eccles Jones College of Education and Human Services to restructure the Certificate of Proficiency in Rehabilitation.  
(*Third person*)  
*Motion to approve the proposal made by Scott Hunsaker. Seconded by Nancy Mesner. Proposal approved.*

### 3. Semester Course Approval Reviews

#### ***College of Agriculture and Applied Sciences***

*Motion to approve the business of the College of Agriculture and Applied Sciences made by Brian Warnick. Seconded by Scott Hunsaker. Business approved.*

ADVS = 1

APEC =

ASTE =

LAEP =  
NDFS =  
PSC = 3

***Caine College of the Arts***

*Motion to approve the business of the Caine College of the Arts made by Kathy Puzey. Seconded by Richard Mueller. Business approved.*

ART = 1  
MUSC = 2  
THEA =

***Jon M. Huntsman School of Business***

ACCT =  
BUS =  
ECN =  
MGT =  
MIS =

***Emma Eccles Jones College of Education and Human Services***

*Motion to approve the business of the Emma Eccles Jones College of Education and Human Services made by Scott Hunsaker. Seconded by Richard Mueller. Business approved.*

COMD = 14  
EDUC = 3  
FCHD = 3 (Provisional approval — pending Gretchen — add to comments - FCHD 3700) *Motion made by Scott Hunsaker.  
Seconded by Kathy Puzey*

KHS = 3  
ITLS =  
NURS = 13  
PSY = 2  
SPED = 34  
TEAL = 14

***College of Engineering***

*Motion to approve the business of the College of Engineering made by Kathy Puzey. Seconded by Scott Hunsaker. Business approved.*

BENG =  
CEE =  
CS =  
ECE = 1  
EED = (5 – EEDC – email approvals)  
MAE =

***College of Humanities and Social Sciences***

*Motion to approve the business of the College of Humanities and Social Sciences made by Brian Warnick. Seconded by Scott Hunsaker. Business approved.*

ENGL = 9  
HIST = 1  
JCOM =

LPCS =  
POLS = 3  
SSWA = 1  
IELI = 1 (IELI 7920 – Reject)

***S.J. & Jessie E. Quinney College of Natural Resources***

*Motion to approve the business of the S.J. & Jessie E. Quinney College of Natural Resources made by Nancy Mesner. Seconded by Scott Hunsaker. Business approved.*

ENVS = 15  
WATS = 1  
WILD =

***College of Science***

*Motion to approve the business of the College of Science made by Richard Mueller. Seconded by Kathy Puzey. Business approved.*

BIOL = 2  
CHEM =  
GEOL =  
MATH = 7  
PHYS =

UN = 1

*Motion to approve the University business made by Scott Hunsaker. Seconded by Nancy Mesner. Business approved.*

**4. *Other Business***

***Syllabus Tracker Update – Ed Reeve***

Ed has been tasked to look into how syllabi are created. Information on completing syllabi is located on the new Provost's office website. There are four required items to include. They are as follows: 1) Course Description, 2) Course Fees, 3) Course Objectives, 4) Disability accommodations. Suggestions and/or questions should be forwarded to Ed Reeve at [ed.reeve@usu.edu](mailto:ed.reeve@usu.edu).

R401 proposals have been moved to the EPC Website. In addition, the new Provost's office website is up and running.

***Curriculog Update – Michele Hillard***

***Senate Bill (SB) 238 – Ed Reeve***

As of now, the R401 process for USU is status quo. Last Thursday at the CAO, meeting time was spent with the associate commissioner trying to figure out what this new bill/process will look like. As far as USU committees, this has no effect on them and it will be business as usual up through the Faculty Senate (FS). Once the report has gone to FS and before it goes to the USU Board of Trustees, it will go to the commissioner's office for two levels of review. First is the editorial review by USHE staff (always done). The second level of review is a CANVAS based review across the entire state involving all Utah institutions. After the completion of the two reviews, USHE will compile a report based on the input and feedback from the statewide review. They then must send that report to the USU Board of Trustees. This change is a small piece of SB 238.



*Chair Election for 2017-2018 AY*

The committee brought forward the name of Vijay Kannan to serve as the Curriculum Committee chair. The vote was unanimous. *Motion to accept Vijay Kannan as the Curriculum Committee chair made by Scott Hunsaker. Seconded by Brian Warnick. Vijay accepted position.*

**Adjourn: 3:10 pm**

Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Abbreviated Template

Institution Submitting Request:	Utah State University
Proposed or Current Program Title:	Add school-based and community-based emphases to the Bachelor of Science degree in Agricultural Education
Sponsoring School, College, or Division:	College of Agriculture and Applied Sciences
Sponsoring Academic Department(s) or Unit(s):	School of Applied Sciences Technology and Education
Classification of Instructional Program Code <sup>1</sup> :	13.1301
Min/Max Credit Hours Required of Full Program:	108 / 120
Proposed Beginning Term <sup>2</sup> :	Fall 2018
Institutional Board of Trustees' Approval Date:	

<input type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/>	Entry-level CTE CP	<input type="checkbox"/>	Mid-level CP
<input type="checkbox"/>	Certificate of Completion				
<input type="checkbox"/>	Minor				
<input type="checkbox"/>	Graduate Certificate				
<input type="checkbox"/>	K-12 Endorsement Program				
<input checked="" type="checkbox"/>	<b>NEW</b> Emphasis for Regent-Approved Program  <div style="display: flex; justify-content: space-between;"> <div><i>Current Program BOR Approval Date:</i></div> <div>01/01/1918</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div><i>Proposed Emphasis Title</i></div> <div>School-based Agricultural Education</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div><i>Credit Hours for NEW Emphasis Only:</i></div> <div>119 / 120</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div><i>Proposed Emphasis Title</i></div> <div>Community-based Agricultural Education</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div><i>Credit Hours for NEW Emphasis Only:</i></div> <div>108 / 120</div> </div> <div style="text-align: center; margin-top: 5px; background-color: #cccccc; padding: 2px 10px;">Propose a NEW Emphasis</div>				
<input type="checkbox"/>	Out of Service Area Delivery Program				

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name \_\_\_\_\_ Date:

☐ I understand that checking this box constitutes my legal signature.

# Utah System of Higher Education Program Description - Abbreviated Template

## Section I: The Request

Utah State University requests approval to offer the following Degree: Add school-based and community-based emphases to the Bachelor of Science degree in Agricultural Education with emphases effective Fall 2018. This program was approved by the institutional Board of Trustees on .

## Section II: Program Proposal/Needs Assessment

### Program Description/Rationale

*Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.*

USU requests approval to add the emphasis areas of school-based and community-based to the Bachelor of Science in Agricultural Education effective Fall 2018. The current focus is teacher licensure for public schools, which will be encompassed by the proposed school-based emphasis. Based on labor market demand and student interest, a community-based emphasis without a focus on teacher licensure requirements is necessary and can provide additional opportunities for students in extension, community, nonformal, and corporate education roles.

### Labor Market Demand

*Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer ([jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

A significant shortage of high school agriculture teachers exists in Utah and across the nation. The school-based emphasis will continue to address this need. Utah and several surrounding states have expressed concern that a majority of current university extension faculty are nearing retirement age. The community-based emphasis can help address needs for extension educators, government agency workers, and private and corporate educators. A USDA report from 2015 predicted a shortage of 7,200 positions nationally in the education, communication, and government services by 2020.

### Consistency with Institutional Mission/Impact on Other USHE Institutions

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at [higheredutah.org/policies/policyr312/](http://higheredutah.org/policies/policyr312/). Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higheredutah.org/policies/policyr315/](http://higheredutah.org/policies/policyr315/).*

These emphasis areas are consistent with USU's land-grant mission of education and outreach. Both the school-based and community-based education emphases prepare students to serve "the public through learning, discovery and engagement." Because of USU's unique mission, the proposed emphasis areas do not overlap or conflict with any other USHE institution. This program will not be delivered outside of the designated service area. While some coursework may be offered online, most will be delivered at USU campuses.

### Finances

*What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.*

There will be no changes required to implement the school-based emphasis as this is the program currently offered. The community-based emphasis will require the development of a few new courses, which could be offered using current faculty resources.

### Section III: Curriculum

#### Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**

*For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.*

Can students complete this degree without emphases?      Yes or <input checked="" type="checkbox"/> No				
	Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)				
<b>General Education Credit Hour Sub-Total</b>				22
Required Courses				
+	-			
Choose      of the following courses:				
+	-			
+	-			
<b>Required Course Credit Hour Sub-Total</b>				0
Elective Courses				
+	-			
<b>Elective Credit Hour Sub-Total</b>				
<b>Core Curriculum Credit Hour Sub-Total</b>				22

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		School-based Agricultural Education	
+	-	APEC 1600	Natural Resources and American Economic Institutions (BAI)	3
+	-	APEC 3010	Introduction to Agricultural Economics and Agribusiness (DSS)	3
+	-	ASTE 1010	Introduction to Agricultural Systems Technology	3
+	-	ASTE 3030	Metal Welding Processes and Technology in Agriculture	3
+	-	ASTE 3080	Compact Power Units for Agricultural and Turfgrass Applications	3
+	-	ADVS 1110	Introduction to Animal Science	4
+	-	ADVS 2080	Beef and Dairy Herd Health and Production Practices	3
+	-	ADVS 2500	Feeds and Feeding	3
+	-	ADVS 4560	Principles of Animal Genetics and Breeding (QI)	3
+	-	PSC 3000	Fundamentals of Soil Science	4
+	-	PSC 1800	Introduction to Horticulture (BLS)	3
+	-	PSC 4050	Greenhouse Management and Crop Production	4

	Course Number	NEW Course	Course Title	Credit Hours
<input type="radio"/> <input type="radio"/>	WILD 4000		Principles of Rangeland Management	3
<input type="radio"/> <input type="radio"/>	ASTE 3050		Technical and Professional Communication Principles (CI)	3
<input type="radio"/> <input type="radio"/>	ASTE 3100		Personal and Team Leadership	3
<input type="radio"/> <input type="radio"/>	CHEM 1110		General Chemistry I (BPS)	4
<input type="radio"/> <input type="radio"/>	BIOL 1610		Biology I	3
<input type="radio"/> <input type="radio"/>	BIOL 1615		Biology I Lab	1
<input type="radio"/> <input type="radio"/>	ASTE 2710		Orientation to Agriculture Education	2
<input type="radio"/> <input type="radio"/>	ITLS 5500		Integration and Innovation of Technology in Education	3
<input type="radio"/> <input type="radio"/>	SCED 5100		Motivation and Classroom Management	3
<input type="radio"/> <input type="radio"/>	SCED 3210		Educational and Multicultural Foundations (DSS/CI)	3
<input type="radio"/> <input type="radio"/>	ASTE 3620		Managing the FFA and SAE Programs	2
<input type="radio"/> <input type="radio"/>	ASTE 3300		Clinical Experience I in Agricultural Education	1
<input type="radio"/> <input type="radio"/>	ASTE 3240		Teaching in Laboratory Settings (CI)	3
<input type="radio"/> <input type="radio"/>	SCED 5200		Language, Literacy and Learning in the Content Areas (CI)	3
<input type="radio"/> <input type="radio"/>	ASTE 4150		Methods of Teaching Agriculture (CI)	3
<input type="radio"/> <input type="radio"/>	ASTE 4210		Cognition and Evaluation of Student Learning in CTE	3
<input type="radio"/> <input type="radio"/>	ASTE 4300		Clinical Experience II in Agricultural Education	1
<input type="radio"/> <input type="radio"/>	SPED 4000		Education of Exceptional Individuals	2
<input type="radio"/> <input type="radio"/>	ASTE 5630		Agricultural Education Student Teaching in Secondary Schools	10
<input type="radio"/> <input type="radio"/>	ASTE 5500		Agricultural Education Secondary Curriculum Seminar	2
Choose _____ of the following courses:				
<input type="radio"/> <input type="radio"/>				
<input type="radio"/> <input type="radio"/>				
Emphasis Credit Hour Sub-Total				97
Total Number of Credits to Complete Program				119
	Remove this emphasis			

	Course Number	NEW Course	Course Title	Credit Hours
	Name of Emphasis:		Community-based Agricultural Education	
<input type="radio"/> <input type="radio"/>	APEC 1600		Natural Resources and American Economic Institutions	3
<input type="radio"/> <input type="radio"/>	APEC 3010		Introduction to Agricultural Economics and Agribusiness (DSS)	3
<input type="radio"/> <input type="radio"/>	ASTE 1010		Introduction to Agricultural Systems Technology	3
<input type="radio"/> <input type="radio"/>	ASTE 3030		Metal Welding Processes and Technology in Agriculture	3
<input type="radio"/> <input type="radio"/>	ASTE 3080		Compact Power Units for Agricultural and Turfgrass Applications	3
<input type="radio"/> <input type="radio"/>	ADVS 1110		Introduction to Animal Science	4
<input type="radio"/> <input type="radio"/>	ADVS 2080		Beef and Dairy Herd Health and Production Practices	3
<input type="radio"/> <input type="radio"/>	ADVS 2500		Feeds and Feeding	3

	Course Number	NEW Course	Course Title	Credit Hours
+	ADVS 4560		Principles of Animal Genetics and Breeding (OI)	3
+	PSC 3000		Fundamentals of Soil Science	4
+	PSC 1800		Introduction to Horticulture (BLS)	3
+	PSC 4320		Forage Production and Pasture Management	3
+	ASTE 5260		Environmental Impacts of Agricultural Systems (CI)	3
+	ASTE 3050		Technical and Professional Communication Principles (CI)	3
+	ASTE 3100		Personal and Team Leadership	3
+	CHEM 1110		General Chemistry I (BPS)	4
+	BIOL 1610		Biology I	3
+	BIOL 1615		Biology I Lab	1
+	ASTE 2710		Orientation to Agriculture Education	2
+	ITLS 5500		Integration and Innovation of Technology in Education	3
+	ASTE 5220/6220		Volunteer Programs and Partnerships	3
+	ADVS 5650		Science Communication	3
+	ASTE 5XXX	×	4-H and Youth Development	3
+	ASTE 3XXX	×	Internship I in Agricultural Education	1
+	ASTE 5XXX	×	Outreach and Nonformal Teaching Methods	3
+	ASTE 4150		Methods of Teaching Agriculture (CI)	3
+	ASTE 4XXX	×	Internship II in Agricultural Education	1
+	ASTE 5150/6150		Assessment and Program Evaluation	3
+	ASTE 4250		Occupational Experiences in Agriculture	6
Emphasis Credit Hour Sub-Total				86
Total Number of Credits to Complete Program				108
Remove this emphasis				

Propose a NEW Emphasis to an existing Regent approved program

### Program Curriculum Narrative

*Describe any variable credits. You may also include additional curriculum information, as needed.*

Both emphasis areas require the same core courses in technical agriculture. Twenty-two credits of general education coursework are not included in the required coursework. The primary differences between the two emphasis areas are in the pedagogy coursework areas.

## Degree Map

*Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).*

*Please cut-and-paste the degree map or manually enter the degree map in the table below*

The degree map below is for the community-based agricultural education emphasis. The degree map for the school-based agricultural education emphasis is the existing degree program found at [http://catalog.usu.edu/preview\\_program.php?catoid=12&poid=9270&returnto=3800](http://catalog.usu.edu/preview_program.php?catoid=12&poid=9270&returnto=3800)

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ADVS 1110 - Intro Ani Sci	4	ASTE 2900 - Food Matters (BSS)	3
ASTE 2710 - Orientation to Ag Ed	2	CHEM 1110 - General Chemistry (BPS)	4
ENGL 1010 - Intro to Writing (CL1)	3	APEC 1600 - Nat Res and Am Econ Inst (BAI)	3
ASTE 1010 - Intro Ag systems	3	PSC 1800 - Intro to Horticulture (BLS)	3
Breadth Humanities (BHU) course	3	MATH 1050 - College Algebra (QL1)	4
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>17</b>
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
APEC 3010 - Intro to Ag Econ (DSS)	3	ADVS 2080 - Beef and Dairy Herd Production	3
ASTE 3030 - Metal Welding Processes	3	ASTE 3080 - Compact Power Units	3
BIOL 1610 - Biology I	3	ASTE 3100 - Personal and Team Leadership	3
BIOL 1615 - Biology I Lab	1	Breadth Creative Arts (BCA) course	3
ENGL 2010 - Intermediate Writing (CL2)	3	Exploratory Breadth Course	3
ADVS 2500 - Feeds and Feeding	3		
<b>Total</b>	<b>16</b>	<b>Total</b>	<b>15</b>
Third Year Fall	Cr. Hr.	Third Year Spring	Cr. Hr.
PSC 4320 - Forage and Pasture Management	3	PSC 3000 - Fundamentals of Soil Science	4
ADVS 4560 - Principles of Animal Genetics (OI)	3	ITLS 5500 - Integ and Innov of Tech in Ed	3
ASTE 5260 - Environmental Impacts of Ag (CI)	3	ASTE 5XXX - 4-H and Youth Dev	3
ASTE 3050 - Tech and Prof Communication (CI)	3	ASTE 3XXX - Internship I	1
Elective course	3	ASTE 5XXX - Outreach and Nonformal Teaching	3
<b>Total</b>	<b>15</b>	<b>Total</b>	<b>14</b>
Fourth Year Fall	Cr. Hr.	Fourth Year Spring	Cr. Hr.
ASTE 4150 - Methods of Teaching Agriculture	3	ASTE 4250 - Occupational Experiences in Ag	6
ASTE 4XXX - Internship II	1	ASTE 5220 - Volunteer Programs and Partnerships	3
ASTE 5150 - Assessment and Prog Eval	3	Elective course	3
ADVS 5650 - Science Communication	3	Elective course	3
Elective course	3		



Total	13	Total	15
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**Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Full Template**

**Institution Submitting Request:** Utah State University

**Proposed Program Title:** Communication Sciences

**Sponsoring School, College, or Division:** Emma Eccles Jones College of Education and Human Services

**Sponsoring Academic Department(s) or Unit(s):** Department of Communicative Disorders and Deaf Education

**Classification of Instructional Program Code<sup>1</sup> :** 51.0201

**Min/Max Credit Hours Required of Full Program:** 40 / 40

**Proposed Beginning Term<sup>2</sup>:** Fall 2018

**Institutional Board of Trustees' Approval Date:**

**Program Type (check all that apply):**

<input type="checkbox"/> (AAS)	Associate of Applied Science Degree
<input type="checkbox"/> (AA)	Associate of Arts Degree
<input type="checkbox"/> (AS)	Associate of Science Degree
<input type="checkbox"/>	Specialized Associate Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (BA)	Bachelor of Arts Degree
<input type="checkbox"/> (BS)	Bachelor of Science Degree
<input type="checkbox"/>	Specialized Bachelor Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/> (MA)	Master of Arts Degree
<input checked="" type="checkbox"/> (MS)	Master of Science Degree
<input type="checkbox"/>	Specialized Master Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Other (specify award type <sup>3</sup> : )
<input type="checkbox"/>	Doctoral Degree (specify award type <sup>3</sup> : )
<input type="checkbox"/>	K-12 School Personnel Program
<input type="checkbox"/>	Out of Service Area Delivery Program

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

<sup>3</sup> Please indicate award such as APE, BFA, MBA, MEd, EdD, JD

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name \_\_\_\_\_ Date:

☐ I understand that checking this box constitutes my legal signature.

## Utah System of Higher Education Program Description - Full Template

### Section I: The Request

Utah State University requests approval to offer the following Master's degree(s): Communication Sciences effective Fall 2018. This program was approved by the institutional Board of Trustees on .

### Section II: Program Proposal

#### Program Description

*Present a complete, formal program description.*

The Department of Communicative Disorders and Deaf Education (COMDDE) in the Emma Eccles Jones College of Education and Human Services proposes a new master's degree program in Communication Sciences. This 40 credit, non-clinical degree program will complement the existing clinical master's degree in speech-language pathology (SLP), which is designed to train clinicians who will treat individuals across the lifespan who have speech, language, and swallowing disorders. Unfortunately, the supply of SLP doctoral students is not meeting the current need for faculty. The new non-clinical master's degree program in Communication Sciences is intended to be a feeder program that will prepare graduate students who are primarily interested in research to enter the Disability Disciplines PhD program strand in SLP or the new Interdisciplinary PhD Program in Neuroscience. Students from this program could also be eligible to apply to other doctoral programs in behavioral science or other health related fields. The primary goal of the new program is to provide students with a comprehensive and well-rounded background in the basic research pertaining to the nature of communication as well as applied research related to the efficacy of diagnostic and treatment procedures for individuals with communication disorders. Students will apply critical theories and discoveries in the areas of speech science, language science, and neuroscience to unanswered questions about normal and disordered processes underlying speech and language disorders across the lifespan. This goal will be accomplished through a core set of graduate courses, advanced electives, and laboratory experiences.

#### Consistency with Institutional Mission

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at [higheredutah.org/policies/policyr312/](http://higheredutah.org/policies/policyr312/).*

The proposed master's degree program in Communication Sciences is consistent with USU's mission "to discover, create, and transmit knowledge through education and training programs at the undergraduate, graduate, and professional levels; through research and development; and through service and extension programs" (R312, 4.1.1). This program specifically addresses Utah State University's (USU) goals and objectives for strengthening graduate training programming. In addition, the goals of discovery and promotion of excellence in research and scholarship are consistent with this program's focus on preparing strong researchers in communication sciences. The master's degree program will serve the public need for increased information about communication sciences and related disorders and will create a cadre of potential doctoral students who are interested in translating basic discoveries in speech science and language science to solving problems in the field of communication disorders.

### Section III: Needs Assessment

#### Program Rationale

*Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program.*

The COMDDE Department offers a clinical master's degree in speech-language pathology (SLP). Students complete 31 hours of academic coursework and 27 semester hours of clinical practicum in order to be eligible for the Certificate of Clinical Competence from the American Speech-Language-Hearing Association (ASHA) and Utah licensure. The proposed non-clinical degree is designed for those students who are interested in communication disorders but do not plan to become practicing speech-language pathologists. Such students are primarily interested in a career in industry or in research. The proposed degree will take advantage of the semester hours dedicated to clinical practicum for the clinical degree for students in the non-clinical degree to take advanced courses in research methods, neuroscience and related areas. In a field with a national critical shortage in faculty with a research doctoral degree, this program is designed to serve as a feeder to interdisciplinary doctoral program in Disability Disciplines or Neuroscience.

#### Labor Market Demand

*Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer ([jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

There is a national shortage of new faculty in SLP, and that shortage is likely to increase. Unfortunately, the supply of PhD graduates needed to fill faculty positions in SLP has not kept pace with demand. Data from the Council of Programs in Communication Sciences and Disorders and the American Speech-Language-Hearing Association (CSD/ASHA, 2014) converge to indicate that the inability to recruit new PhD faculty is putting accredited academic programs at risk. A survey of 286 institutions indicated that 116 PhD degrees were granted in SLP in the 2013-2014 academic year. However, there were a total of 204 full-time faculty openings in that year, and 396 additional openings are anticipated for the period from 2015-2020. In 2012-2014, just over half (52%) of the faculty openings were filled with full-time faculty who held PhDs, Thirty-four percent were filled with full- or part-time faculty who held a master's degree or a clinical doctorate, and 52 openings (25%) went unfilled. Clearly, the supply of SLP doctoral students is not meeting the current need, and there are no signs that the situation will change in the near future. We view the new non-clinical master's degree program in Communication Sciences as a feeder program that will prepare graduate students who are primarily interested in research to enter the Disability Disciplines PhD program strand in SLP or the new Interdisciplinary PhD Program in Neuroscience. Students from this program could also be eligible to apply to other doctoral programs in behavioral science or other health related fields.

## Student Demand

*Provide evidence of student interest and demand that supports potential program enrollment. Use Appendix D to project five years' enrollments and graduates. Note: If the proposed program is an expansion of an existing program, present several years enrollment trends by headcount and/or by student credit hours that justify expansion.*

Each year, we have eight to ten undergraduate students who decide not to apply for our graduate program in SLP, in part, because they are not interested in pursuing a clinical career. These students would be likely to apply to non-clinical master's degree program. We believe there will be enough interest in this program to fill eight or nine student slots per year, without putting a strain on existing resources.

## Similar Programs

*Are similar programs offered elsewhere in the USHE, the state, or Intermountain Region? If yes, identify the existing program(s) and cite justifications for why the Regents should approve another program of this type. How does the proposed program differ from or compliment similar program(s)?*

There are no programs in the USHE system or the Intermountain region that offer a non-clinical research master's degree in Communication Sciences, or a similarly focused degree.

## Collaboration with and Impact on Other USHE Institutions

*Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [highereducation.org/policies/policy315/](http://highereducation.org/policies/policy315/). Assess the impact the new program will have on other USHE institutions. Describe any discussions with other institutions pertaining to this program. Include any collaborative efforts that may have been proposed.*

This program should have no impact on any other USHE institutions. Michael Blomgren, PhD, Professor and Chair of the Department of Communication Sciences and Disorders at the University of Utah, which is the only other USHE graduate program in Communication Sciences and Disorders in the state confirmed that they do not have a formal "non-clinical" master's degree. Therefore, he did not believe the proposed Communication Sciences program at USU would have any impact on their program.

## External Review and Accreditation

*Indicate whether external consultants or, for a career and technical education program, program advisory committee were involved in the development of the proposed program. List the members of the external consultants or advisory committee and briefly describe their activities. If the program will seek special professional accreditation, project anticipated costs and a date for accreditation review.*

The graduate program in SLP is accredited by the Council of Academic Accreditation (CAA), which promotes excellence in the graduate education of speech-language pathologists. Through a peer review process, the CAA establishes accreditation standards and facilitates continuous quality improvement of programs that prepare individuals to enter professional practice in speech-language pathology. The CAA has identified the following six components as essential to quality education in the professions of speech-language pathology and audiology: administrative structure and governance, faculty, curriculum, students, assessment, and program resources. Even though the master's degree in communication sciences is not

intended for the clinical preparation of speech-language pathologists and will not fall under the purview of the CAA, we have designed the program to meet the rigorous standards set by the CAA.

## Section IV: Program Details

### Graduation Standards and Number of Credits

*Provide graduation standards. Provide justification if number of credit or clock hours exceeds credit limit for this program type described in R401-3.11, which can be found at [higheredutah.org/policies/R401](http://higheredutah.org/policies/R401).*

All students will be required to complete 40 semester credit hours, with 34 required credits of coursework, including six credits of thesis (Plan A), or three thesis credits for a Plan B together with three credits in an additional elective in an area related to communication sciences and disorders (speech, language, voice, and swallow across the lifespan). A 3.0 GPA or higher, and successful completion of appropriate coursework and a plan A or B will be required for graduation.

### Admission Requirements

*List admission requirements specific to the proposed program.*

Prospective students will submit the standard graduate school application through the School of Graduate Studies. Admissions criteria will be consistent with graduate school requirements, including a 3.0 (or higher) GPA for the last 60 credits and GRE scores for the verbal and quantitative areas at the 40th percentile or above. Students will also submit a statement of interest that should address their reasons for applying to the program. The process for graduate student selection by the SLP Division in the COMDDE department is established and includes a faculty committee led by the departmental graduate advisor. The same process is anticipated for students in this different, but related, degree program.

### Curriculum and Degree Map

*Use the tables in Appendix A to provide a list of courses and Appendix B to provide a program Degree Map, also referred to as a graduation plan.*

## Section V: Institution, Faculty, and Staff Support

### Institutional Readiness

*How do existing administrative structures support the proposed program? Identify new organizational structures that may be needed to deliver the program. Will the proposed program impact the delivery of undergraduate and/or lower-division education? If yes, how?*

Current administrative structures that support graduate programs, including support from the Office of Research and Graduate Studies as well as college and departmental infrastructure that are already in place will be used to support this program. Jamison Fargo, the Associate Dean for Research in the College of Education and Human Services, approved the plan. Thus, no new supports or organizational

structures are needed. This master's degree program will be administratively housed in the COMDDE Department. The staff resources in the department (e.g., Graduate Program Advisor) that are already in place will be used to support this program. This proposed program will have minimal impact on the delivery of current undergraduate or graduate courses.

### **Faculty**

*Describe faculty development activities that will support this program. Will existing faculty/instructors, including teaching/graduate assistants, be sufficient to instruct the program or will additional faculty be recruited? If needed, provide plans and resources to secure qualified faculty. Use Appendix C to provide detail on faculty profiles and new hires.*

The core faculty will be members of the SLP Division in the COMDDE Department. Members of the core faculty are actively engaged in a wide variety of basic and translational research projects related to speech production, language processing, cognition, and vocalization in individuals with typical abilities and individuals with communication disorders. These studies concern the underlying nature of typical and disordered communication as well as clinical assessment and treatment practices for patients with neurodevelopmental, neurogenic, and neurocognitive disorders.

### **Staff**

*Describe the staff development activities that will support this program. Will existing staff such as administrative, secretarial/clerical, laboratory aides, advisors, be sufficient to support the program or will additional staff need to be hired? Provide plans and resources to secure qualified staff, as needed.*

Existing staff will be utilized to provide support to the master's degree in Communication Sciences. The program will be housed in the COMDDE Department where the current staff can provide support for admissions, student tracking, etc. Advising will be carried by the Department's advising staff and by individual faculty mentors in the SLP Division.

### **Student Advisement**

*Describe how students in the proposed program will be advised.*

Like all departmental graduate students, each Communication Sciences student will be advised by the graduate advisor for the department. During the first year in the program, Communication Sciences students must select a Plan A or Plan B advisor and two other graduate faculty members, which will comprise a Supervisory Committee that will supervise the student's progress, oversee the development of the student's research project, and provide guidance in collecting and analyzing data.

### **Library and Information Resources**

*Describe library resources required to offer the proposed program if any. List new library resources to be acquired.*

No additional library resources will be needed to support this program. Key journals in the communication



sciences and disorders (e.g., Journal of Speech, Language, and Hearing Research, American Journal of Speech-Language Pathology, Language Speech and Hearing Services in Schools, Annals of Neurology, Neuropathology, and Neuroscience Research) are available digitally at the Merrill-Cazier library.

### **Projected Enrollment and Finance**

*Use Appendix D to provide projected enrollment and information on related operating expenses and funding sources.*

## **Section VI: Program Evaluation**

### **Program Assessment**

*Identify program goals. Describe the system of assessment to be used to evaluate and develop the program.*

The Communication Sciences program will be administered by the COMDDE Department Head and the Program Director of the accredited SLP program. The department's SLP Division will review the Communication Sciences program curriculum at five-year intervals, as recommended by the School of Graduate Studies. The reviews will include surveys of current students, alumni, and employers of graduates. In addition, the department conducts a self study every seven years that includes the mission and goals of each program, the course sequence, and student performance in addition to yearly reports for graduate programs. Every course is evaluated each semester by students according to the IDEA system that compares USU evaluations to a national database. The IDEA system takes the raw course evaluation scores as input values and converts them to a normalized evaluation score by comparing to other course evaluations from the nationwide IDEA database. A score of 50 is average (scores between 45 and 55 are statistically identical and 40 % of courses are in this category). Courses with scores below 45 are below average (30% of courses) and courses with scores above 55 are above average (the final 30% of courses).

### **Student Standards of Performance**

*List the standards, competencies, and marketable skills students will have achieved at the time of graduation. How and why were these standards and competencies chosen? Include formative and summative assessment measures to be used to determine student learning outcomes.*

The Communication Sciences program has been designed to insure that each student will meet the non-clinical standards for master's degree programs in SLP as required by the CAA. The standards include the following:

1. Initiated and completed all graduate course work in an institution whose program was accredited by the CAA.
2. Completed a program of study (a minimum of 36 semester credit hours at the graduate level) that includes academic course work sufficient in depth and breadth to achieve the knowledge and skills outcomes.
3. Has demonstrated knowledge of the biological sciences, physical sciences, statistics, and social/

behavior sciences.

4. Has demonstrated knowledge of basic human communication and swallowing processes, including the appropriate biological, neurological, acoustic, psychological, developmental, and linguistic and cultural bases. Has demonstrated the ability to integrate information pertaining to normal and abnormal human development across the life span.

5. Has demonstrated knowledge of communication and swallowing disorders and differences, including the appropriate etiologies, characteristics, anatomical/physiological, acoustic, psychological, developmental, and linguistic and cultural correlates in the nine areas noted in the standard.

6. Has demonstrated current knowledge of the principles and methods of prevention, assessment, and intervention for people with communication and swallowing disorders.

7. Has demonstrated knowledge of standards of ethical conduct.

8. Has demonstrated knowledge of processes used in research and of the integration of research principles into evidence-based clinical practice.

Each course in the Communication Sciences program will list the student learning objectives and outcomes that are tied to the certification standards. For example, the Introduction to Research in Communicative Disorders (COMD 6230) course lists the following student objectives and outcomes:

This course has been designed to ensure that graduate students in speech-language pathology demonstrate required knowledge and skills as outlined in the Standards and Implementation Guidelines for the Certificate of Clinical Competence in Speech-Language Pathology.

#### Pre-requisite Knowledge

- a. The student will demonstrate prerequisite knowledge of statistics.
- b. The student will demonstrate prerequisite knowledge of social/behavioral sciences.

#### Basic Human Communication Processes

- a. The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: neurological bases of human communication.
- b. The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: psychological bases of human communication.
- c. The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: developmental/lifespan bases of human communication.
- d. The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: linguistic bases of human communication.

#### Speech, Language, Hearing and Swallowing Disorders and Differences

- a. The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: phonology, articulation disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)

b. The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: fluency disorders (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)

c. The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: receptive and expressive language disorders (phonology, morphology, syntax, semantics, pragmatics, prelinguistic communication, and paralinguistic communication) in speaking, listening, reading, writing, and manual modalities (including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.)

d. The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: social aspects of communication (e.g., behavioral and social skills affecting communication), including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

e. The student will demonstrate the ability to analyze, synthesize and evaluate knowledge re: communication modalities, including the etiologies, characteristics, and anatomical physiological, acoustic, psychological, developmental, linguistic, and cultural correlates.

Each course also lists the means by which the relevant knowledge and processes will be assessed. The Research course lists the following assessments:

The applicant must demonstrate knowledge of processes used in research and the integration of research principles into evidence-based clinical practice.

#### Research Methods

- a. Understand key concepts related to basic and applied research – Chapter tests
- b. Know the ethical issues underlying research with human subjects – CITI module
- c. Describe the characteristics, strengths and limitations of various types of research designs – Chapter tests
- d. Assess the validity and reliability of behavioral measures – In-class assignments
- e. Review the quality of research studies – Critical Appraisal assignments

#### Evidence-based practice (EBP) Applications

- a. Ask clinical questions that motivate productive searches – In-class assignments
- b. Conduct efficient and effective electronic searches for external scientific evidence – Literature search assignment
- c. Understand and apply the criteria for appraising the validity and importance of treatment and diagnostic evidence – Critical Appraisal assignments
- d. Integrate evidence from external scientific research, clinical practice outcomes, and patient preferences to make a treatment decision – EBP exercises

These knowledge and skills (KASA) will be assessed as delineated in the syllabus (by examination, paper, presentation, project, etc). In order to be competent, students must achieve a level of 80% or better on each KASA item. See COMDDE website for policy on remediation.

## Appendix A: Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to be awarded the degree.

For variable credits, please enter the minimum value in the table for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box at the end of this appendix.

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					
Required Courses					
<input type="radio"/>	<input type="radio"/>	COMD 6150		Phonological Assessments and Intervention	3
<input type="radio"/>	<input type="radio"/>	COMD 6030		Disorders of Fluency/ Stuttering	3
<input type="radio"/>	<input type="radio"/>	COMD 6020		Language Assessment and Intervention for School-Age Children and	3
<input type="radio"/>	<input type="radio"/>	COMD 6230		Introduction to Research in Communicative Disorders	3
<input type="radio"/>	<input type="radio"/>	COMD 6130		Neural Bases of Communication and Motor Speech Disorders	4
<input type="radio"/>	<input type="radio"/>	COMD 6120		Adult Language Disorders	3
<input type="radio"/>	<input type="radio"/>	COMD 6140		Dysphagia	3
<input type="radio"/>	<input type="radio"/>	COMD 6220		Severe Communication Impairments	2
<input type="radio"/>	<input type="radio"/>	COMD 6810		Voice, Resonance and Craniofacial Disorders	4
<input type="radio"/>	<input type="radio"/>	COMD 6970		Thesis (Plan A = 6; Plan B = 3)	3
Choose      of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				
Required Course Credit Hour Sub-Total					31
Elective Courses					
<input type="radio"/>	<input type="radio"/>				
Choose 2      of the following courses:					
<input type="radio"/>	<input type="radio"/>	COMD 6900		Advanced Topics in Speech and Language Disorders	3
<input type="radio"/>	<input type="radio"/>	COMD 7820		Research Seminar in Communication Disorders	3
<input type="radio"/>	<input type="radio"/>	COMD 7310		Psychoacoustics and Instrumentation	3
<input type="radio"/>	<input type="radio"/>	COMD 7430		Electrophysiology	3
<input type="radio"/>	<input type="radio"/>	PSY 6200		Fundamentals of Neuroscience I	3
<input type="radio"/>	<input type="radio"/>				
Choose 1      of the following courses:					
<input type="radio"/>	<input type="radio"/>	EDUC 6040		Applied Research Methods	3
<input type="radio"/>	<input type="radio"/>	EDUC 6570		Introduction to Educational and Psychological Research	3
<input type="radio"/>	<input type="radio"/>				
Choose      of the following courses:					
<input type="radio"/>	<input type="radio"/>				
<input type="radio"/>	<input type="radio"/>				

		Course Number	NEW Course	Course Title	Credit Hours
Elective Credit Hour Sub-Total					9
Core Curriculum Credit Hour Sub-Total					40

### Program Curriculum Narrative

*Describe any variable credits. You may also include additional curriculum information.*

**Plan A option:** requires preparation of a scholarly research report and six credit hours. The semester(s) during which a student registers for thesis credit should correspond as closely as possible to the semester(s) in which the thesis work is done and faculty supervision is provided. The Plan A paper is to be a contribution to the field of knowledge based on the student's own research under the direction of the faculty mentor. The student and faculty mentor should decide upon a problem or subject for the thesis study by the end of the student's second semester of graduate study. Plan A papers are defended and are reviewed by the Graduate School and must be signed by the Dean of Graduate Studies. Plan A papers must be submitted to the Merrill-Cazier Library.

**Plan B option:** requires the preparation of a scholarly research report and completion of three credit hours with an additional three credit hours of an elective. The semester(s) during which a student registers for thesis credit should correspond as closely as possible to the semester(s) in which the thesis work is done and faculty supervision is provided. The Plan B paper is to be a contribution to the field of knowledge based on the student's own research under the direction of the faculty mentor. The student and faculty mentor should decide upon a problem or subject for the thesis study by the end of the student's second semester of graduate study. Plan B papers should follow the same format specifications as theses and are expected to reflect equivalent scholarship standards, even though they may be less intensive. Plan B papers are defended but are not reviewed by the Graduate School or signed by the dean of graduate studies. Plan B papers must be submitted to the Merrill-Cazier Library.

## Degree Map

*Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).*

*Please cut-and-paste the degree map or manually enter the degree map in the table below.*

## Appendix C: Current and New Faculty / Staff Information

### Part I. Department Faculty / Staff

*Identify # of department faculty / staff (headcount) for the year preceding implementation of proposed program.*

	# Tenured	# Tenure -Track	# Non -Tenure Track	
Faculty: Full Time with Doctorate	7	4	6	
Faculty: Part Time with Doctorate	0	0	0	
Faculty: Full Time with Masters	0	0	13	
Faculty: Part Time with Masters	1	0	1	
Faculty: Full Time with Baccalaureate	0	0	0	
Faculty: Part Time with Baccalaureate	0	0	0	
Teaching / Graduate Assistants			15	
Staff: Full Time	0	0	9	
Staff: Part Time	0	0	1	

### Part II. Proposed Program Faculty Profiles

*List current faculty within the institution -- with academic qualifications -- to be used in support of the proposed program(s).*

	First Name	Last Name	Tenure (T) / Tenure Track (TT) / Other	Degree	Institution where Credential was Earned	Est. % of time faculty member will dedicate to proposed program.	If "Other," describe
Full Time Faculty							
	Stephanie	Borrie	TT	PhD	University of Canterbury	30	
	Ronald	Gillam	T	PhD	Indiana University	20	
	Sandra	Gillam	T	PhD	University of Memphis	20	
	Lisa	Milman	TT	PhD	University of Arizona	40	
	Teresa	Ukrainetz	T	PhD	University of TX-Austin	40	
	Kim	Corbin-Lewis	T	PhD	University of WI-Madison	10	
Part Time Faculty							

### Part III: New Faculty / Staff Projections for Proposed Program

*Indicate the number of faculty / staff to be hired in the first three years of the program, if applicable. Include additional cost for these faculty / staff members in Appendix D.*

	# Tenured	# Tenure -Track	# Non -Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Faculty: Full Time with Doctorate	0	0	0		
Faculty: Part Time with Doctorate	0	0	0		
Faculty: Full Time with Masters	0	0	0		
Faculty: Part Time with Masters	0	0	0		
Faculty: Full Time with Baccalaureate	0	0	0		
Faculty: Part Time with Baccalaureate	0	0	0		

	# Tenured	# Tenure - Track	# Non - Tenure Track	Academic or Industry Credentials Needed	Est. % of time to be dedicated to proposed program.
Teaching / Graduate Assistants			0		
Staff: Full Time	0	0	0		
Staff: Part Time	0	0	0		



## Appendix D: Projected Program Participation and Finance

### Part I.

*Project the number of students who will be attracted to the proposed program as well as increased expenses, if any. Include new faculty & staff as described in Appendix C.*

Three Year Projection: Program Participation and Department Budget						
	Year Preceding Implementation	New Program				
		Year 1	Year 2	Year 3	Year 4	Year 5
<b>Student Data</b>						
# of Majors in Department	50	50	50	50	50	50
# of Majors in Proposed Program(s)	////	7	8	8	9	9
# of Graduates from Department	25	25	32	33	33	34
# Graduates in New Program(s)	////	0	7	8	8	9
<b>Department Financial Data</b>						
<i>Project additional expenses associated with offering new program(s). Account for New Faculty as stated in Appendix C, "Faculty Projections."</i>	Department Budget					
	Year Preceding Implementation (Base Budget)	Year 1	Year 2	Year 3		
		Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)	Addition to Base Budget for New Program(s)		
<b>EXPENSES – nature of additional costs required for proposed program(s)</b>						
<i>List salary benefits for additional faculty/staff each year the positions will be filled. For example, if hiring faculty in year 2, include expense in years 2 and 3. List one-time operating expenses only in the year expended.</i>						
Personnel (Faculty & Staff Salary & Benefits)	\$1,765,050					
Operating Expenses (equipment, travel, resources)	\$500,000					
Other: student assistantships	\$250,000	\$10,000	\$20,000	\$20,000		
<b>TOTAL PROGRAM EXPENSES</b>	////	\$10,000	\$20,000	\$20,000		
<b>TOTAL EXPENSES</b>	\$2,515,050	\$2,525,050	\$2,535,050	\$2,535,050		
<b>FUNDING – source of funding to cover additional costs generated by proposed program(s)</b>						
<i>Describe internal reallocation using Narrative 1 on the following page. Describe new sources of funding using Narrative 2.</i>						
Internal Reallocation						
Appropriation						
Special Legislative Appropriation						
Grants and Contracts						
Special Fees						
Tuition						
Differential Tuition (requires Regents approval)						
<b>PROPOSED PROGRAM FUNDING</b>	////	\$0	\$0	\$0		
<b>TOTAL DEPARTMENT FUNDING</b>	\$0	\$0	\$0	\$0		
<b>Difference</b>						
Funding - Expense	(\$2,515,050)	(\$2,525,050)	(\$2,535,050)	(\$2,535,050)		

## Part II: Expense explanation

### Expense Narrative

*Describe expenses associated with the proposed program.*

Since all core courses in Communication Sciences are already offered by COMDDE for the clinical MA/MS in Speech-Language Pathology, there is no expense associated with a small increase of seven-nine students in each class. Additional departmental resources, not exceeding ~\$20,000/year will be reallocated from distance education tuition return for student support in the form of assistantships.

## Part III: Describe funding sources

### Revenue Narrative 1

*Describe what internal reallocations, if applicable, are available and any impact to existing programs or services.*

Expansion of student support using tuition return from out-of-state online education programs housed in Communicative Disorders and Deaf Education. The number of students, seven-nine/year, will require a minimum commitment and is not likely to significantly affect departmental finances.

### Revenue Narrative 2

*Describe new funding sources and plans to acquire the funds.*

No new funding sources are anticipated or needed.

**Utah System of Higher Education  
New Academic Program Proposal  
Cover/Signature Page - Abbreviated Template**

Institution Submitting Request: Utah State University

Proposed or Current Program Title: Interfaith Leadership Certificate

Sponsoring School, College, or Division: College of Humanities and Social Sciences

Sponsoring Academic Department(s) or Unit(s): Sociology, Social Work and Anthropology

Classification of Instructional Program Code<sup>1</sup> : 30.99

Min/Max Credit Hours Required of Full Program: 18 / 18

Proposed Beginning Term<sup>2</sup>: Fall 2018

Institutional Board of Trustees' Approval Date:

<input checked="" type="checkbox"/>	Certificate of Proficiency	<input type="checkbox"/> Entry-level CTE CP	<input type="checkbox"/> Mid-level CP
<input type="checkbox"/>	Certificate of Completion		
<input type="checkbox"/>	Minor		
<input type="checkbox"/>	Graduate Certificate		
<input type="checkbox"/>	K-12 Endorsement Program		
<input type="checkbox"/>	NEW Emphasis for Regent-Approved Program		
<input type="checkbox"/>	Out of Service Area Delivery Program		

**Chief Academic Officer (or Designee) Signature:**

I, the Chief Academic Officer or Designee, certify that all required institutional approvals have been obtained prior to submitting this request to the Office of the Commissioner.

Please type your first and last name \_\_\_\_\_ Date: \_\_\_\_\_

☐ I understand that checking this box constitutes my legal signature.

<sup>1</sup> For CIP code classifications, please see <http://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55>.

<sup>2</sup> "Proposed Beginning Term" refers to first term after Regent approval that students may declare this program.

Utah System of Higher Education  
Program Description - Abbreviated Template

Section I: The Request

Utah State University requests approval to offer the following Certificate of Proficiency: Interfaith Leadership Certificate effective Fall 2018. This program was approved by the institutional Board of Trustees on .

Section II: Program Proposal/Needs Assessment

**Program Description/Rationale**

*Present a brief program description. Describe the institutional procedures used to arrive at a decision to offer the program. Briefly indicate why such a program should be initiated. State how the institution and the USHE benefit by offering the proposed program. Provide evidence of student interest and demand that supports potential program enrollment.*

The department of Sociology, Social Work and Anthropology (SSWA) in the College of Humanities and Social Sciences (CHaSS), proposes to create a certificate in Interfaith Leadership to be offered on the Utah State University Campus in Logan and its Regional campuses and centers throughout the state, via face-to-face and on-line instruction. The certificate will require six courses which will provide students with the professional skills and appreciative knowledge to interact with others who orient around religion differently and to develop an in depth understanding of interfaith cooperation in civic and organizational settings.

The field of interfaith studies promotes cooperation between people who orient around religion differently from one another. It builds capacity for doing so through providing students with the appreciative knowledge, the vision, and the necessary skills to engage with people of differing world views and faith-commitments. Given the relative religious homogeneity at USU (70% of incoming freshmen self-identified as LDS on the Interfaith Diversity Experiences and Attitudes Longitudinal Survey that was administered during fall 2016) and the lack of sustained exposure to people of other religious traditions (only 30% of students surveyed had lived in a region where their faith tradition was not the majority religion for longer than 12 months at any period in their lives), USU students come from one of the least religiously diverse regions in the country and would be especially well served by learning how to interact in positive ways with people of other faith traditions as they move beyond this region for careers or future study. Student interest in religion/spirituality is high (70% of students surveyed in that same study expressed at least some interest in incorporating conversations about religion and spirituality into their university studies).

A key component of the proposed program gets students out of the classroom to engage with religious communities in community-settings which will give them skills and practice applying classroom based knowledge to "real" world challenges. The interdisciplinary nature of this proposed certificate uses classes already being offered in religious studies, philosophy, history, and anthropology but adds both a core set of courses that teach the theory and method of interfaith cooperation as well as supervised practical experiences for applying these concepts. A certificate in interfaith leadership will benefit students looking to bolster their resumes in an increasingly religiously diverse world. It will also contribute to increased student enrollment in the department and the college as students take advantage of the certificate to become more prepared as 21st Century citizen-scholars.

**Labor Market Demand**

*Provide local, state, and/or national labor market data that speak to the need for this program. Occupational demand, wage, and number of annual openings information may be found at sources such as Utah DWS Occupation Information Data Viewer ([jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do](http://jobs.utah.gov/jsp/wi/utalmis/gotoOccinfo.do)) and the Occupation Outlook Handbook ([www.bls.gov/oco](http://www.bls.gov/oco)).*

In today's increasingly complex and religiously diverse world, there is an urgent need for interfaith cooperation in virtually every sector of employment. Interfaith cooperation is characterized by respect for individual religious or non-religious identities, mutually inspiring relationships, and common action for the common good. When individuals, organizations, and communities are able to recognize their shared values and effectively engage in interfaith dialogue, the potential for growth is limitless. In wide ranging professions, from education to health care to business, there is a need for interfaith leaders who can listen, understand, and mobilize the capacity of a religiously diverse workforce. Employers recognize the value of employees who are

equipped with interfaith skills, yet there is currently a lack of expertise and training on these issues within the workforce. Utah's Department of Workforce Services, for example, completed a study of "difficult to fill jobs" in 2015 and found that "soft-knowledge, skills, and abilities" including "Teamwork, People Skills or Social Intelligence" as well as "Professionalism, Conduct, Ethics, and Honesty" were reasons given that jobs went unfilled in STEM Occupations (30% of the time) as well as non-STEM occupations (56% of the time). Additionally, the Arthur Vining Davis Foundation recently prioritized "Religious Literacy" and "Interfaith Leadership" as priority areas for their strategic giving, noting that "it is essential that leaders are prepared to model meaningful engagement among different faith traditions. This may include those who serve in clerical roles as well as leaders in civic, academic, business, professional and non-profit sectors. We are interested in supporting programs that prepare leaders with the knowledge to foster mutual respect for religious beliefs and traditions and that address the ways in which our multi-religious society magnifies the need for civil discourse and tolerance" (<http://www.avdf.org/Programs/InterfaithLeadershipReligiousLiteracy.aspx>). USU is the only institution proposing such a program within the region even though the need for skilled interfaith leaders continues to grow as the state becomes increasingly religiously diverse. The proposed certificate will offer students in a wide range of majors the opportunity to become interfaith leaders in their respective fields of study and bring skills of interfaith cooperation to every corner of our state.

### Consistency with Institutional Mission/Impact on Other USHE Institutions

*Explain how the program is consistent with the institution's Regents-approved mission, roles, and goals. Institutional mission and roles may be found at [higherutah.org/policies/policyr312/](http://higherutah.org/policies/policyr312/). Indicate if the program will be delivered outside of designated service area; provide justification. Service areas are defined in [higherutah.org/policies/policyr315/](http://higherutah.org/policies/policyr315/).*

Utah State University's mission includes cultivating diversity of thought and culture as well as serving the public through learning, discovery and engagement. Interfaith Leadership is consistent with that mission because its focus is on preparing undergraduate students with the knowledge base, the vision, and the skill-set to promote positive relationships among people who orient around religion differently. Promotion of interfaith cooperation is more important now than ever before because religious diversity is a fact of life--both at home and abroad. But interreligious cooperation must be cultivated. The Interfaith Leadership Certificate program will do just that by increasing student religious literacy, increasing capacity for civic (and civil) dialogue, improving written and oral communication as well as critical thinking and capacity for self-reflection and improving marketability in a religiously diverse landscape--regardless of the career that a student may prepare for. With more than 30 institutions around the nation who have created course sequences, certificates, and minors in Interfaith studies over the last two years, USU is one of only four public universities anywhere in the United States to be engaged in this work.

### Finances

*What costs or savings are anticipated in implementing the proposed program? If new funds are required, indicate expected sources of funds. Describe any budgetary impact on other programs or units within the institution.*

There is no anticipated financial impact for this new certificate program. No new resources are needed to implement the certificate. Instructional support for the Interfaith Leadership Certificate Program will be provided through existing instructional offerings. An introductory on-line course that is required for all students (the suggested number will be Interfaith Leadership [IFL] 1010) has already been developed by Interfaith Youth Core and Dominican University through a Teagle Foundation grant and this course is being made available for our instructors to adopt according to USU EPC guidelines. This course will be submitted to USU EPC for consideration as a cross-listed course in Anthropology and Religious Studies when Curriculog comes back on-line in early fall, 2017. Monies from a Teagle Foundation/Interfaith Youth Core seed-grant have been used to encourage development of two additional courses, and the remaining courses that will be part of the suite of course offerings are already "on the books" and offered by faculty from various departments at USU. A practicum component for the certificate program will be supervised by faculty on a rotating basis as part of regular work load..

### Section III: Curriculum

#### Program Curriculum

List all courses, including new courses, to be offered in the proposed program by prefix, number, title, and credit hours (or credit equivalences). Indicate new courses with an X in the appropriate columns. The total number of credit hours should reflect the number of credits required to receive the award. **For NEW Emphases, skip to emphases tables below.**

*For variable credits, please enter the minimum value in the table below for credit hours. To explain variable credit in detail as well as any additional information, use the narrative box below.*

		Course Number	NEW Course	Course Title	Credit Hours
General Education Courses (list specific courses if recommended for this program on Degree Map)					
General Education Credit Hour Sub-Total					
Required Courses					
<input type="radio"/>	<input type="radio"/>	ANTH/RELS/IFL1090	<input checked="" type="checkbox"/>	Introduction to Interfaith Leadership	3
<input type="radio"/>	<input type="radio"/>	ANTH 5190		Applied Anth Practicum (Interfaith Leadership Practicum)	3
Choose 1 of the following courses:					
<input type="radio"/>	<input type="radio"/>	RELS 1010		Intro to World Religions	3
<input type="radio"/>	<input type="radio"/>	ANTH/3160		Anthropology of Religion	3
<input type="radio"/>	<input type="radio"/>				
Required Course Credit Hour Sub-Total					9
Elective Courses					
<input type="radio"/>	<input type="radio"/>				

		Course Number	NEW Course	Course Title	Credit Hours
Choose 2 of the following courses:					
+	-			Appreciative Knowledge of Religious Traditions:	
+	-	RELS 3010		Intro to Buddhism	3
+	-	RELS 3020		Intro to Hinduism	3
+	-	RELS 3030		Intro to Islam	3
+	-	RELS 3050		Intro to Christianity	3
+	-	RELS 3060		Intro to Judaism	3
+	-	RELS 3090		Intro to Shamanism	3
+	-	RELS 3210		Classical Mythology	3
+	-	RELS 3820		Hindu Sacred Texts	3
+	-	RELS 4560		Women in Islam	3
+	-	RELS/HIST 4795		Joseph Smith	3
+	-	RELS/HIST 4910		Women in Buddhism	3
+	-	ARTH/RELS 5740		Pilgrimage	3
+	-				
+	-			History of Religious Conflict and Cooperation:	
+	-	RELS 2050		Historical Jesus	3
+	-	RELS 3270		Crusades	3
+	-	RELS 3410		Modern Middle East	3
+	-	RELS 3470		Religion and Politics of South Asia	3
+	-	RELS/HIST 4565		Early Islamic History	3
+	-	RELS/HIST 4566		Modern Islamic Thought	3
+	-	RELS 4790		American Religious History	3
+	-	ANTH 4800		Material Culture and Religious Conflict	3
+	-	HIST???		Reformation	3
+	-				
+	-			Ways of Knowing, Being, and Interacting in the World	
+	-	RELS 2060		Science and Religion	3
+	-	LING 2500		Language and Religion	3
+	-	PEP 2900		Presence and Community Building	3
+	-	RELS 3040		Religion, Evil and Suffering	3
+	-	RELS 3420		Gods and Goddesses of India	3
+	-	ENG 3385		Sacred World Literature	3
+	-	PHIL 3600		Philosophy of Religion	3
+	-	PE/RELS 4010		Yoga Theory	3
+	-	RELS 4910		Religion and Time	
+	-				
Elective Credit Hour Sub-Total					6
Core Curriculum Credit Hour Sub-Total					15

### Program Curriculum Narrative

*Describe any variable credits. You may also include additional curriculum information, as needed.*

The proposed requirements for a certificate in Interfaith Leadership include six courses totaling 18 credit hours. There are 4

required core courses (12 credits) and 2 elective courses (6 credits). Required courses include the following: a) ANTH/RELS/IFL 1090, b) one of 2 courses (either ANTH 3160 or RELS 1010), c) one of 3 courses (either ANTH/RELS 3165, SW 3850 or SW 4160) and d) ANTH 5190. ANTH/RELS/IFL 1090: Introduction to Interfaith Leadership is designed to give students a broad understanding of the background and context as well as rationale for Interfaith Leadership as a professional practice. ANTH 3160 or RELS 1010 (students choose 1) introduces students to engagement beyond the classroom and deepens their appreciation for the role that is played by religion in people's lives. ANTH/RELS 3165 or SW 3850 or SW 4160 (students choose 1) asks students to choose from a suite of courses that will deepen their experiences of engaging with religious others beyond the classroom. ANTH 5190 a semester-length supervised practicum experience that allows students to apply what they have learned to solve real world problems. In other words, the first course is the introductory course, the next introduces students to the variety of religious traditions practiced in the world today as well as the way that these traditions impact the religious, the next set of courses requires students to engage with religious adherents beyond the classroom as a required part of course structure and the final course is a semester-length independent studies practicum experience, supervised by the acting Interfaith Leadership Certificate Program director (this assignment will rotate between core faculty but will be part of Dr. Glass-Coffin's load during at least the first 2 years of the program).

Additional courses (totaling 6 credits) include 2 courses from 3 areas (including Appreciative Knowledge of Religious Traditions, History of Religious Cooperation and Conflict, or Ways of Knowing, Being, and Interacting in the World) These 2 courses are to be taken early in the program and must be drawn from 2 of these 3 areas. These courses help students broaden their knowledge of religious traditions and introduce them to the ways that interfaith conflict and cooperation have unfolded on the world stage in both historical and contemporary moments.

Students may count up to 9 credits of coursework listed above (with the exception of the practicum) before completing the required ANTH/RELS 1090 course and still be eligible for the Certificate.



## Degree Map

*Degree maps pertain to undergraduate programs ONLY. Provide a degree map for proposed program. Degree Maps were approved by the State Board of Regents on July 17, 2014 as a degree completion measure. Degree maps or graduation plans are a suggested semester-by-semester class schedule that includes prefix, number, title, and semester hours. For more details see <http://higheredutah.org/pdf/agendas/201407/TAB%20A%202014-7-18.pdf> (Item #3).*

*Please cut-and-paste the degree map or manually enter the degree map in the table below*

First Year Fall	Cr. Hr.	First Year Spring	Cr. Hr.
ANTH/RELS/IFL 1090	3	Elective #1	3
RELS 1010 or ANTH/RELS 3160	3	Elective #2	3
Total	6	Total	6
Second Year Fall	Cr. Hr.	Second Year Spring	Cr. Hr.
ANTH/RELS 3165 or SW 3850 or SW 4160	3	ANTH 5190	3
Total	3	Total	3
Four Year Map			

**Utah State University (USU)**  
**Developing a Course Syllabus Guidelines**  
*Office of the Executive Vice President & Provost*  
*(Draft September 1, 2017)*

**Introduction**

A syllabus is an academic document that communicates course information and defines the expectations and the responsibilities of students. It is descriptive in nature and is prepared by the course instructor who teaches or supervises the course and it is provided *(either in paper or electronic form)* to students at the beginning of a course.

Here at USU, we value the uniqueness and diversity each instructor brings to their course. However, each course developed and delivered to students must have a syllabus and adhere to the following guidelines that help to ensure quality and consistency, and allow integration and sharing within USU's database systems. In addition, a syllabus may be needed in an accreditation process.

**NOTE: Course Syllabi can be developed in CANVAS or hand-written.**

**Information Required in a USU Syllabus**

**1. Course Description (Course Number and Course Name)**

The first section of the course description should match what is currently in the USU course catalog available at: <http://catalog.usu.edu>.

For Example: USU 1300 - U.S. Institutions (BAI) (3 credits)

Provides basic understanding of the history, principles, form of government, and economic system of the United States. Emphasis on ideas and critical thinking, rather than dates, names, and places.

Provide Additional Information (optional). Use your own words to convey to students the purpose of the course. For example, in a succinct paragraph, consider adding information related to noteworthy course content, major activities and required assignments.

Also, pre- or co-requisites can be listed, and semester(s) traditionally offered could be noted.

**2. Course Fee**

Courses that require a student fee must list the fee and provide a brief explanation of what it is used for. More information on course fee requirements is available at:

<http://catalog.usu.edu/content.php?catoid=12&navoid=3211>

For Example: Course Fee: \$40 - Used for consumable materials provided.

### 3. **Course Objectives**

Each course syllabus should have a minimum of 3-5 objectives associated with it. Course objectives help clarify what is required of the student and should be written in observable and measurable terms (e.g., Students will use a microscope to identify various types of cells.).

Course objective describes what a faculty member will cover in a course. They are generally less broad than goals and more broad than student learning outcomes (i.e., detailed descriptions of what a student must be able to do at the conclusion of a course). When developing course objectives, instructors are highly encouraged to consider how their objectives align with USU's IDEA student evaluation system that focuses on student learning around 12 general objectives in the following six major areas: I. Basic Cognitive Background, II. Application of Learning, III. Expressiveness, IV. Intellectual Development, V. Lifelong Learning, & VI. Team Skills. For more information on the IDEA Student Instruction Rating, see:

[http://www.usu.edu/aaa/idea\\_faculty\\_faq.cfm](http://www.usu.edu/aaa/idea_faculty_faq.cfm)

#### An Example of an IDEA Course Objective and Associated Learning Objectives

IDEA Objective #10: Developing a clearer understanding of, and commitment to, personal values.

1. Evaluate the relationship among social, economic, environmental, political, and ethical issues in the production, processing, and distribution of food.
2. Examine the culture of food.
3. Develop personal predictive models on the probable future of humans in the food web.

#### Examples of General Course Objectives

1. Develop and keep a lab notebook to document process and results.
2. Analyze a data set using Excel.
3. Group presentation on selected course topic.
4. Individual presentation to the class on a selected topic.
5. Post about the week's readings in an online forum and respond to a classmate's post.

### 4. **Disability Statement**

University responsibilities to individuals with disabilities are mandated by two main pieces of federal legislation. They are Section 504 of the Rehabilitation Act of 1973 and The Americans with Disabilities Act (ADA). Both are civil rights statutes aimed at preventing discrimination against individuals on the basis of their disability. It is the policy of USU to comply with the fundamental principles of nondiscrimination and accommodation set forth in both of these laws. Therefore, the following statement (available at: <https://www.usu.edu/drc/faculty/index>) is required in all USU syllabi:

*USU welcomes students with disabilities. If you have, or suspect you may have, a physical, mental health, or learning disability that may require accommodations in this course, please contact the Disability Resource Center (DRC) as early in the semester as possible (University Inn # 101, 435-797-2444, [drc@usu.edu](mailto:drc@usu.edu)). All disability related accommodations must be approved by the DRC. Once approved, the DRC will coordinate with faculty to provide accommodations.*

### **Additional Course Information Typically included in a Syllabus**

5. Instructor Name, Contact information, Office Hours and Course Schedule. If applicable, may also include items such as TA information, course or instructor website information, etc.
6. Required and Optional Course Resources (e.g., textbook, safety equipment, etc.).
7. Course Requirements. For example: *Each student will*
  1. Complete reading and homework assignments by due date.
  2. Thoughtfully and actively participate in class discussions.
  3. Lead a discussion group on an assigned topic and report the results.
  4. Complete a research project.
  5. Complete a midterm and a final exam.
8. Evaluation Methods and Criteria (e.g., exams, presentations, papers, performances, etc.)
9. Grading Scale & Grading Policy (e.g., instructors develop and state their late policies, times when items are due, etc.). There are no set grading policies or grading scales at USU.  
Typical Grading Scale: A (93%-100%) A- (90%-92%); B+ (87%-89%) B (83%-86%) B- (80%-82%); C+ (77%-79%) C (73%-76%) C- (70%-72%); D+ (67%-69%) D (60%-66%); F (0%-59%)  
Note: Faculty Grading Information: <https://www.usu.edu/registrar/faculty-staff/grading>
10. Course Outline (e.g., showing dates and assignments)

#### **Other items that an instructor could include:**

- Major Course Activities
- Major Course Topics Covered
- Helpful Resources for Students
- Instructor Teaching Philosophy
- Student Expectations
- Freedom of Speech
- Service Learning Statement
- Use of Personal Electronic Devices in the Classroom
- Bringing Children to Class Statement
- Weapons Policy Statement/Concealed Carry Statement
- Mental Health and Stress Management

#### **Helpful Information for Instructors:**

- “Credits Awarded for Courses” information available here:  
<http://catalog.usu.edu/content.php?catoid=12&navoid=3796>
- USU Course Waitlisting Information: <http://www.usu.edu/registrar/registration/waitlisting#1>

## **USU Policy and Procedure Information that can be shared in a Syllabus**

Instructors are encouraged to share additional information that can be used to help students better know their rights and responsibilities and much of this information is detailed in “**The Code of Policies and Procedures for Students at Utah State University**” (<https://studentconduct.usu.edu/studentcode>). Furthermore, instructors can learn more about **student conduct** expectations at the USU Office of Student Conduct (<https://studentconduct.usu.edu>).

In addition, as instructors prepare their syllabus, they should review **USU Faculty Policy 403** that discusses items such as: Academic Freedom, Professional Responsibilities, and Conflicts with a Student’s Core Beliefs. (USU Policy 403: <https://www.usu.edu/policies/403/403.pdf>)

Examples of USU Policies and Procedures that may be Included in a syllabus are listed below and many of these policies are available in CANVAS and can easily be inserted into the syllabus.

- Academic Integrity - "The Honor Pledge"
- Grievance Process
- Plagiarism
- Withdrawal Policy & "I" Grade Policy (<https://www.usu.edu/registrar/registration/after/add-drop>)
- Sexual Harassment (<https://www.usu.edu/policies/339>)
- Emergency Procedures (<https://studentaffairs.usu.edu/emergency/index>)

## **Syllabus Development Help**

USU has developed a robust electronic “Syllabus Tool” to assist instructors in developing their syllabi. Instructors are encouraged to use this tool available in their CANVAS courses.

**Note:** Help with the syllabus tool (i.e., training and support) is available by contacting The Center for Innovative Design and Instruction (CIDI) at: <http://cidi.usu.edu/directory/index> Phone: 435.797.9506

The Syllabus Tool provides preformatted section headings and content. Preformatted content includes:

- Information Blocks (e.g., Course Description, Course Objectives, Canvas Information, and Fees)
- Institution-defined objectives
- Bloom's Revised Taxonomy terms
- The Canvas course grade scheme
- Important Institutional policies and procedures (e.g., Academic Freedom and Professional Responsibilities, Academic Integrity – "The Honor System," Academic Dishonesty, Sexual Harassment, Withdrawal Policy and "I" Grade Policy, Students with Disabilities, Diversity Statement, Grievance Process, & Emergency Procedures).

## Syllabus Repository

USU maintains a repository of all course syllabi developed using the Canvas Syllabus Tool. You can see the USU Canvas Course Syllabus Tracker at: <https://elearn.usu.edu/syllabus>

*At the Repository, Many Examples of USU course syllabi can be found – for example:*

<https://elearn.usu.edu/canvasCustomTools/syllabus/syllabusDetails.php?courseID=444599>;

<https://elearn.usu.edu/canvasCustomTools/syllabus/syllabusDetails.php?courseID=472042>

## References

Jeanne M. Slattery & Janet F. Carlson (2005) Preparing An Effective Syllabus:

Current Best Practices, College Teaching, 53:4, 159-164, DOI: 10.3200/CTCH.53.4.159-164

Available at: <http://dx.doi.org/10.3200/CTCH.53.4.159-164>

Cornell University, Center for Teaching Excellence: Writing a Syllabus. Available at:

<https://www.cte.cornell.edu/teaching-ideas/designing-your-course/writing-a-syllabus.html>

University of Utah, Center for Teaching and Learning Excellence: Designing a Course Syllabus. Available

at: <http://ctle.utah.edu/resources/syllabus.php>

The First 6 Components for an Effective Course Syllabus:

<https://www.linkedin.com/pulse/first-6-components-effective-course-syllabus-meggin-mcintosh>

For more information on syllabus resources, please contact:

Edward M. Reeve, PhD

Interim Vice Provost

Phone: (435) 797-0718

Email: [ed.reeve@usu.edu](mailto:ed.reeve@usu.edu)